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AUTHOR	Nunnelley, Jeanette C.
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ABSTRACT

Noting that obtaining desired behavior in early childhood classrooms requires an understanding of developmentally appropriate guidance, this booklet provides guidelines for preschool teachers on developmentally appropriate behavior guidance for 3- and 4-year-olds. The booklet examines various techniques for behavior guidance that encourage children to change inappropriate behaviors while enhancing their self-esteem. The booklet includes "exercises for reflection" and a Guidance Analysis Form to assist teachers in imagining how developmentally appropriate behavior guidance can be effective. Chapter 1 of the booklet examines reasons for children's misbehavior, especially loneliness and special learning needs. Chapter 2 discusses the importance of modeling appropriate behaviors. Chapter 3 presents indirect guidance techniques, including guidelines for arranging classrooms, devising class schedules, involving children in setting standards, and enhancing self-esteem. Chapter 4 examines direct guidance techniques such as "catching" children being good, helping children reduce inappropriate behaviors through positive techniques, using reflective listening accompanied by an alternative behavior, and using natural and logical consequences. Chapter 5 considers the importance of having realistic expectations for behavior change. Chapter 6 discusses ways in which families may be involved in promoting appropriate behavior. (Contains 13 references and a list of resources.) (KDFB)

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